

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

8-5.4 Compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement. (H, G, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade students summarized developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of towns (3-5.1). They also summarized the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole (3-5.2). They explained the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations (3-5.4).

In 5th grade, students summarized how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment (5-2.1). They provided examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants (5-2.2). Students also explained the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement (5-2.3).

In United States history, students will explain the causes and effects of urbanization in late nineteenth century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest (USHC-5.5). They will explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines (USHC-5.6).

It is essential for students to know

As a result of the establishment of mill villages in South Carolina, the much of the white population was pulled from rural areas to urban areas within South Carolina.

In the post Civil War period, **westward expansion** continued as people moved from one region to another and from overseas. Before the Civil War, Southerners pushed to and were pulled by the search for new lands for cotton and slavery as they depleted the nutrients in the soil of their land. In the postwar period, most South Carolinians did not move to the unsettled regions of the West. Neither African-American freedmen nor poor whites had the money to make such a move, even with the promise of free land. Instead they concentrated on making use of the available land and economic opportunity in their own state. Motivations for settlers from the East and from foreign countries to move West were the pulls of free land offered by the United States government [Homestead Act] and the economic opportunities made possible by the railroad. The transcontinental railroad not only brought new settlers to the West through

aggressive advertising and land sales but also provided farmers access to new markets. New towns grew along its routes and older ones were able to specialize in particular products.

Drawn to opportunities for jobs in factories that were not open to them in the mills of South Carolina, African Americans were motivated to move from rural areas in South Carolina to urban areas in the Northeast and the Midwest. African Americans were also pushed out of the state by the continued agricultural depression and the ravages of the boll weevil, by the social discrimination of Jim Crow laws and by increasing violence. Some African Americans moved to towns in the West such as the Exodusters who moved to Kansas. The wars of the 20th century would provide additional economic opportunities and prompt more migration.

It is not essential for students to know

Students do not need to know numbers of African Americans who left South Carolina nor the numbers of migrants from other regions of the United States and foreign countries that settled in the West. They do not need to know the names of cities that developed as a result of the trade patterns established from the transcontinental railroad. They do not need to know about the impact of this migration on the Native Americans. Students also do not need to know about how African American migration brought a cultural renaissance as African Americans gathered in the cities of the North and the Midwest such as the Harlem Renaissance or the impact of African American culture on popular music.

Assessment guidelines:

Appropriate assessment will require students to **compare** the migration patterns of Americans and foreign immigrants to the migration patterns of South Carolinians. Students should be able to **explain** the motivations of migrants including both push and pull factors. They should be able to **compare** the motivations of African Americans who left South Carolina to immigrants who left foreign countries in search of economic opportunity in the West and in the cities of the North and to escape the persecution in their homelands.